

Language and Literacy

Introduction:

Language and literacy skills are essential for all individuals to function in all societies. Infants acquire language and literacy skills naturally from birth when they first recognize human speech and can differentiate human sounds from nonhuman sounds. Early on, infants learn to use their own sounds, facial expressions, and body movements to communicate their feelings and needs; later, they become adept at expressing themselves through gestures, babbling, and words, and written symbols. The acquisition of language and literacy skills is a complex process during which, over the course of only a few years, children make great strides in learning the meaning and structure of words and then sentences, how to use words to convey meaning, and how to understand and use printed materials. In acquiring language, children gain the ability to articulate ideas, share them with others, and respond to the ideas and actions of other people.

Infants and young children develop knowledge of the world around them through **listening and speaking, phonological awareness and alphabetic knowledge, print awareness, comprehension, and writing**. Because language is fundamentally embedded in children's everyday relationships and experiences, adults play a critical role in facilitating young children's language and literacy development by providing language and print-rich environments, interactions, and opportunities.

The **Language and Literacy** domain is organized into five strands as follows:

Strand 1: Listening and Speaking: Effective communication skills center on listening and speaking, including awareness of the social conventions of language usage, the ability to listen, to understand, and to follow verbal conversation. Development of communication skills requires an understanding of the social context within which communication occurs, knowledge of the goals of the interaction, and the elements of emotion in communication.

Strand 2: Phonological Awareness and Alphabetic Knowledge: Early reading skills develop from hearing the different sounds of language and understanding how sounds of spoken language can be segmented, combined, and manipulated. Included are many skills, such as rhyming, alliteration, syllable blending and segmenting, and phoneme blending and segmenting. Children first learn to recognize and manipulate phonemes, the smallest units composing spoken language, and later, how to use letter-sound relationships to read or spell words, providing a strong foundation for lifelong literacy.

Strand 3: Print Awareness and Concepts: Print awareness includes one's construction of meaning from print and such skills as print convention, directionality, and the concepts of the word, the sentence, and punctuation. Print awareness also entails an understanding of the purposes of print and can be demonstrated by a child's ability to read familiar words on signs and logos. Embedded here is book knowledge and appreciation.



Strand 4: Comprehension: Comprehension includes one's understanding of oral and written language and is heavily dependent upon word knowledge or vocabulary. Young children develop comprehension skills through shared interactions with text and their ability to make connections between books and their own personal experiences.

Strand 5: Early Writing: Early writing skills include drawing, scribbling, and invented spelling, skills which correlate with later writing skills and children's understanding of print concepts. Writing encompasses both the motor and cognitive elements of language and communication.

Language and Literacy Strand 1: Listening and Speaking

Indicators Children Are Learning To.....	Examples You May Observe the Child....	Strategies You Can Help/Support By.....
A1. Respond to frequently heard sounds and words.	<p>Focus on objects and sources of sounds.</p> <p>Show preference for human voices to other sounds (e.g., is quieted by a familiar, friendly voice).</p>	<p>Using different types of voice with child (e.g., classical “baby talk” or “parentese” that is exaggerated in tone, pitch, and direction, and is accompanied by exaggerated facial movements, etc.).</p> <p>Using child’s name frequently during daily interactions and describing verbally what is happening or going to happen, e.g., “I’m going to change your diaper.”</p>
A2. Use a variety of sounds and motions to communicate.	<p>Produce quiet, throaty sounds/noises, later cooing and then babbling using many sounds (e.g., two-lip sounds: “p,” “b,” and, “m”).</p> <p>Wave “hello” or “good-bye” to parent.</p>	<p>Responding to child’s attempts at nonverbal communication (e.g., “You’re waving goodbye to your friend. Bye-bye.”).</p> <p>Recognizing that a child with certain physical disabilities, such as a cleft palate, might need more assistance in overcoming communication difficulties; therefore, reinforce nonverbal communications such as simple and consistently used sign language to communicate (e.g., more, milk, finished) while also speaking the word.</p>
A3. Show increased understanding of gestures and words.	<p>Become excited upon hearing familiar word such as “bottle.”</p> <p>Respond to action words by performing the action (e.g., point/pat on a picture when asked to name the object; point to familiar person/s or objects when requested).</p> <p>Demonstrate understanding of many words, even those that can not yet be used in talking.</p>	<p>Providing opportunities for child to listen to music, stories and nursery rhymes.</p> <p>Paying attention to the infant’s non-verbal expressions and responding to her both verbally and nonverbally.</p> <p>Providing opportunities for child to point to familiar objects and actions for which she knows the names.</p> <p>Interpreting and giving meaning to what child says (e.g., “You are saying ‘baba.’ Do you want some water?”).</p>
A4. Use consistent sounds, gestures, and some words to communicate.	<p>Point to a bottle and say, “baba.”</p> <p>Use consistent sound combinations to indicate specific object or person (e.g., “da-da” for daddy).</p>	<p>Expanding upon child’s attempts to use words (e.g. child says “door”; you say, “Yes, that is the door. Do you want to go outside?”).</p>

Language and Literacy Strand 1: Listening and Speaking

Indicators Children Are Learning To.....	Examples You May Observe the Child....	Strategies You Can Help/Support By.....
A5. Understand questions, some basic concepts, and simple directions.	<p>Follow directions that involve one- or two-step sequence of actions (e.g., pick up the ball and then throw it to me).</p> <p>Respond with appropriate action to familiar questions or requests (e.g., holds up fingers when asked "How old are you?" or states name when asked).</p>	<p>Playing games that require listening and following simple directions (e.g., Simon Says).</p> <p>Playing games in which child can answer questions correctly or with "playful" answers that are considered to be funny to the child (e.g., How old are you? Are you 100 years old? Do you have 100 fingers? Well, are you this many? How old do you think I am? How big would a birthday cake be to have 100 candles?)</p>
A6. Demonstrate increasing ability to attend to, participate in, and understand language in conversations, stories, songs, and poems.	<p>Participate in rhymes, songs, chants, poetry, and stories.</p> <p>Ask "who," "why," "where," and "what" questions.</p> <p>Know and can say first and last name.</p>	<p>Reading to child daily individually and in groups and using a variety of stories, rhymes, songs, chants.</p> <p>Answering questions repeatedly, engaging with the child in conversations about past events, interests, and ideas, and giving opportunities for child to take turns contributing to group conversations (e.g., child must listen when other children speak).</p>
A7. Build increased understanding of basic concepts and vocabulary.	<p>Use words to name common objects, actions (jumping), and feelings (happy), and attributes such as color, size, or temperature.</p> <p>Demonstrate understanding of night and day and have a simple understanding of the concept of time (e.g., anticipates daily routines).</p> <p>Demonstrate understanding of preposition words (e.g., responds appropriately to direction to place object "in," "inside," "above," etc.).</p>	<p>Having child walk around the room and label objects and talking to children or singing songs that incorporate something meaningful to the child (e.g., "Johnny has on red pants all day long," or "Yuling is standing on the red square."</p> <p>Reading aloud books that incorporate the concept of time (e.g., <i>Night, Night Bear, Good Night, Moon</i>).</p> <p>Describing locations while putting something "above" or "below" another.</p>
A8. Demonstrate increased understanding of oral language through actions and responses to directions and questions.	<p>Respond appropriately to simple directions or questions.</p> <p>Understand "let's pretend" and "make-believe."</p>	<p>Speaking in simple sentences and play games that require listening (e.g., Simon Says).</p> <p>Engaging child in play and conversations that help distinguish between real and pretend experiences.</p>

Language and Literacy Strand 1: Listening and Speaking

Indicators Children Are Learning To.....	Examples You May Observe the Child....	Strategies You Can Help/Support By.....
A9. Progress in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.	Extend/expand the thought or idea expressed by another. Participate in conversations.	Providing opportunities for child to communicate with other children. Using mealtimes as an occasion to encourage child to talk about the events of the day and things of interest.
A10. Progress in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity.	Use more complex grammar and parts of speech (e.g., "the," and "a" in productions). Use past, present, and future verb tense, although not always correctly. Demonstrate beginning skills in using sentences in a logical sequence.	Providing opportunities for child to pronounce words correctly through normal conversations, enunciating each part of words clearly. Providing child with opportunities to answer questions in complete sentences, without feeling rushed.
A11. Develop increasing abilities to understand and use language for a variety of purposes.	Use language to problem solve (e.g., initiate a discussion with a friend to determine whose turn it is to play with a particular toy.) Carry out a simple, one-step direction, or a multi-step, related and sequenced direction (e.g., "Time to go to bed; you need to take a bath, brush your teeth, put on your clean pajamas and find your favorite book for me to read to you.").	Explaining the various uses of language (e.g., solve a conflict between family members or friends). Using a game or song to help child learn to repeat single or multi-step directions by acting out the directions.
A12. Enjoy hearing and creating humorous stories characterized by exaggeration.	Enjoy children's books with themes of exaggeration. Play with friends in "tall-tale" contests [e.g., "I'm bigger than a horse."; "I'm bigger than a train."; "I'm bigger than the whole world." "Ha. Ha. Ha. (<i>Group laughter</i>)].	Capitalizing on the opportunity to reinforce mathematical concepts of size comparisons. Providing art materials for drawing big, bigger, and biggest. (Note: This example shows the interconnections between language/literacy, mathematics, and social relationships.)

Language and Literacy Strand 2: Phonological Awareness and Alphabetic Knowledge

Indicators Children Are Learning To.....	Examples You May Observe the Child....	Strategies You Can Help/Support By.....
B1. Show enjoyment of the sounds and rhythms of language.	Focus on the person speaking. Babble while playing with toys, exploring objects, and looking at a book with adult.	Exposing child to a variety of sounds by speaking, reading books, and singing or playing songs while using exaggerated actions or expressions. Using different types of voice with child.
B2. Imitate vocalizations and sounds.	Make utterances that are easy to produce. Attempt to imitate animal sounds and object noises (e.g., "moo").	Repeating child's sounds, then say word correctly by using it in a sentence (e.g., "Ca, ca, car, mommy's in the car."). "Tuning in" to the different ways child attempts to communicate by responding.
B3. Enjoy patterns of rhythm and repetition of familiar voices, sounds, rhymes, and songs.	Ask adult to repeat favorite rhymes, fingerplays, or stories. Clap hands fast or slowly to the beat of a rhythm.	Reciting and reading books, rhymes, and poems on a regular basis. Engaging in sound play with child (e.g., tap drums at different tempos).
B4. Participate in simple word games.	Recite last word and/or phrases of familiar rhymes, with assistance. Clap out sounds or rhythms of language and repeat them orally.	Making up rhyming songs using child's and other familiar people's names and reading books with rhymes, songs, and repetitive language. Clapping, stamping, dancing, or finger tapping to songs as they are sung.
B5. Create "jokes" with sounds, using nonsense combinations to explore phonemes.	Purposefully say wrong name or word such as calling the dog "Lazy" instead of "Daisy" and making up nonsense words while smiling as if to indicate 'I know this isn't right, but I'm just playing.'	During word play, imitating and extending child's words [e.g., if child starts variation on a word, add your own variations so long as it is funny to child, such as "Oh, the dog's name is Mazy, or Sazy" (substituting first letter of word)].

Language and Literacy Strand 2: Phonological Awareness and Alphabetic Knowledge

Indicators Children Are Learning To.....	Examples You May Observe the Child....	Strategies You Can Help/Support By.....
B6. Begin to identify words that rhyme	<p>Recognize matching sounds and rhymes in familiar words, games, songs, stories and poems.</p> <p>Complete a familiar rhyme by providing the last word.</p>	<p>Playing word games using three consonant-vowel-consonant (CVC) words (e.g., bat, mat, cat), making up new and playful combinations.</p> <p>While listening to rhyming songs, picking out the rhyming words.</p>
B7. Show growing ability to discriminate and identify sounds.	<p>Notice sounds in the environment (e.g., train, siren, birds).</p> <p>Begin to distinguish between words with similar phonemes, such as <i>pat</i> and <i>hat</i>.</p>	<p>Reading aloud every day, asking child to repeat sounds with you.</p> <p>Identifying fruits with the same beginning sound (e.g., peach and pear).</p> <p>Reading books that focus on sounds and rhythm and by making up rhyming songs using child's and other familiar people's names (e.g., Willoby Walloby, Wohn, an elephant stepped on John).</p>
B8. Identify matching sounds and produce original rhymes.	<p>Experiment with sounds to make nonsense words that rhyme ("spaghetti, baghetti, laghetti").</p> <p>Participate in rhyming games and songs with other children.</p>	<p>While listening to rhyming songs, picking out the rhyming words.</p> <p>Engaging child in group rhyming games in which the children replace familiar rhymes with silly ones (e.g., "Humpty Dumpty," "Gumpty Numpty").</p>
B9. Show growing ability to hear and discriminate separate syllables in words.	<p>Differentiate between similar- sounding words (e.g., three and tree).</p> <p>Use rhythm sticks to tap out the syllables in her name, with assistance.</p>	<p>Reading a nursery rhyme and having child raise his hand or clap every time a specific sound is heard.</p> <p>Providing rhythm sticks to engage child in tapping out syllables in her name.</p>
B10. Show growing awareness of beginning and ending sounds of words.	<p>Listen for and acknowledge words that begin with the same initial sound, such as "Silly Sally! They begin with the same sound!"</p> <p>Find objects in a picture with the same beginning sound, with assistance.</p>	<p>Asking child to match words that have the same beginning or ending sound while reading a book.</p> <p>Singing word songs, leaving out parts as you sing along (e.g., a dog BINGO, and in each consecutive paragraph leave out a letter but mark the spot with silence or clap).</p>

Language and Literacy Strand 2: Phonological Awareness and Alphabetic Knowledge

Indicators Children Are Learning To.....	Examples You May Observe the Child....	Strategies You Can Help/Support By.....
B11. Develop beginning awareness of alphabet letters.	<p>Begin to understand that print represents words (e.g., pretends to read text).</p> <p>Recite a song with the letters of the alphabet, with assistance (e.g., an alphabet song or recitation).</p>	<p>Singing alphabet songs with child.</p> <p>Providing opportunities for child to manipulate magnetic letters, naming the letters or using them to spell out simple words.</p> <p>Providing opportunities for child to point out letters and words in the environment (e.g., street names or on billboards).</p>
B12. Recognize that sounds are associated with letters of the alphabet and that they form words.	<p>Begin to make letter/sound matches.</p> <p>Begin to blend individual letter sounds to make a new word, with assistance (e.g., "/b/ /a/ /l/...what's the word? Ball").</p>	<p>Providing child with hands-on materials containing letters with which to sound out words with assistance (e.g., lettered blocks, magnet letters, etc.).</p> <p>Playing matching games with child (e.g., find objects that start with a certain letter in the room).</p>
B13. Understand that letters of the alphabet are a special category of visual graphics that can be individually named.	<p>Associate the names of letters with their shapes.</p> <p>Know other words that start with the beginning letter of his name (e.g., Point to a cereal box and says, "That's C, like in my name.").</p>	<p>Writing out child's name sounding out each letter.</p> <p>Providing letter blocks, alphabet books, magnetic letters, letter puzzles, etc.</p> <p>Playing letter games with child (e.g., point to objects in the environment that begin with the same letter).</p>
B14. Laugh at and create silly words while exploring phonology.	<p>Laugh with others while creating and sharing nonsense words, sometimes including "forbidden" bathroom words (e.g., April: "I live in a choo choo." Ginny: "I live in a moo moo." April: "I live in a do do. Ha. Ha. Ha.")</p>	<p>Allowing children to explore sounds and language by experimenting with words, even when they are not real words.</p> <p>Responding to playful threats to break a rule by saying, "I know you wouldn't really do that. Are you just teasing?"</p> <p>Redirecting bathroom words by not laughing at "forbidden" words and moving on to a new direction (e.g., "Oh, I think you live in a blue blue or a too too. Have you ever seen a too too?").</p>

Language and Literacy Strand 3: Print Awareness and Concepts

Indicators Children Are Learning To.....	Examples You May Observe the Child....	Strategies You Can Help/Support By.....
C1. Respond positively to book reading activities with adults.	Focus on picture books with bold, colorful, and clear images of familiar objects (e.g., shoe, dog, bird, ball, or car.) Enjoy the activity of looking at books with adults.	Providing child with board, cloth and plastic books that can be manipulated and explored with assistance. Reading with child one-on-one, so that child observes and handles books often and holding or sitting close to child to associate pleasure of closeness with pleasure in handling books.
C2. Show some ability to handle books, with assistance.	Attempt to position pictures in book right side up. Turn pages, experiencing perhaps some difficulty in separating papers but succeeding through persistence, effort, and assistance.	Handing child board books, helping him turn the pages and pointing to the pictures. Modeling holding a book correctly and turning pages and engaging child in helping turn pages, using playfully exaggerated actions when the time comes to turn the page.
C3. Recognize print in the neighborhood, community, and environment (e.g., stop-signs, store signs).	Recognize some signs and symbols in the environment (e.g., "STOP"). Identify a variety of printed materials (e.g., books, newspapers, cereal boxes).	Taking child for walks around the neighborhood and pointing out common signs. Labeling shelves with pictures and printed words.
C4. Relate pictures with real objects, events, and ideas (e.g., stories).	Talk about pictures and labeling objects in books. Begin to make connections between experiences and ideas in books and stories.	Creating a book about child's daily life with photos of significant people, pets, and places in the home. Selecting books that are connected to child's life and helping child make those connections.
C5. Show growing awareness of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and menus.	Point to the elevator button while in a tall building. Pretend to "read" a newspaper, book, or menu.	Commenting upon the purpose of signs in the environment, especially as they are used and talking aloud to self while following directions ("Oh that sign says 'Stop,' so I will stop the car"). Exposing child to different forms of printed matter that have differing functions (e.g., book, invitation, flyer, bill, take-out menu).

Language and Literacy Strand 3: Print Awareness and Concepts

Indicators Children Are Learning To.....	Examples You May Observe the Child....	Strategies You Can Help/Support By.....
C6. Show growing interest in reading-related activities.	<p>Pretend to “read” independently or with others, turning pages and looking at illustrations.</p> <p>Point to pictures and ask questions or adding information.</p> <p>Draw pictures based on stories.</p>	<p>Modeling reading for pleasure and allowing child to explore books independently by placing age appropriate books in various locations.</p> <p>Writing dictations by child about drawings or artwork.</p> <p>Reading stories that can be extended through art and dramatic play.</p>
C7. Show increased awareness of print concepts.	<p>Recognize book by cover.</p> <p>Demonstrate some book-reading skills such as holding a book upright and turning pages right to left.</p> <p>Pretend to read by pointing with a finger while reciting text.</p>	<p>Modeling holding a book correctly and turning pages right to left.</p> <p>Teaching child songs that reinforce how to read (e.g., to the tune of “Head, Shoulders, Knees, and Toes”: Top to bottom, left to right, left to right...).</p> <p>Tracking text while reading.</p>
C8. Recognize a word as a unit of print that is formed by individual letters.	<p>Point to the words on the pages of a book.</p> <p>Look at peer’s name in print and recognize that Johnny starts with the same letter as his own name, Joshua.</p> <p>Attempt to “write” by using open/closed or straight/curved lines that resemble letters.</p>	<p>Using “Big Books” to allow child to track text as you read.</p> <p>Calling attention to names of children that begin with the same alphabet letter.</p> <p>Providing a print-rich environment and creating opportunities for child to practice “writing” letters of the alphabet (e.g., ask child to help in making signs, or addressing an envelope).</p>
C9. Read some environmental print.	<p>Read familiar sight words (e.g., words on cereal boxes).</p> <p>Recognize own written name in print.</p> <p>Distinguish between letters and numerals.</p>	<p>Pointing to printed words and asking, “What does it say?”</p> <p>Creating opportunities for child to recognize own name and the names of others through games and transitions (e.g., hold up child’s name for the group to see for whose turn it is to wash hands or print children’s names on cubbies).</p>

Language and Literacy Strand 4: Comprehension

(Note: For indicators related to oral language comprehension, please see Strand 1).

Indicators Children Are Learning To.....	Examples You May Observe the Child....	Strategies You Can Help/Support By.....
D1. Focus attention on simple picture books.	Point or make sounds when looking at picture books. Identify familiar people and objects in printed materials.	Reading stories to child daily. Pointing to pictures as you read and encourage child to do so as well. Asking child to find objects in the background art (e.g., "Where is the doggie?").
D2. Begin to recognize "favorite books" and repeatedly request to read them.	Recite some words in familiar books from memory and maybe object if you try to change the story. Select books on the basis of content, thus demonstrating some understanding of what they are about.	Reading books with a predictable story line and sequence of events with child, reading some books repeatedly at the child's request. Reading with child daily in a relaxed and fun manner (e.g., sitting on your lap).
D3. Begin to interact with story through familiar hand motions and expression of emotions.	Perform an action that is shown or mentioned in a book. Show empathy for characters or situations depicted in books (e.g., pretends to cry after being told that a child in a book is sad).	Reading a story often and then engaging child in conversation about it. Engaging child in dramatizing events in a story, for example using puppets, flannel board, or toys to supplement a book.
D4. Begin to recognize symbols for objects.	Point to individual pictures and name person(s) or object(s) while pointing. Relate an object or an action in a book to the real world (e.g., goes to get teddy bear after seeing a picture of one in a book).	Making a name block for child with the name on one side and child's picture on the other. Providing child with "Touch and Feel Building Blocks," in which each block shows a familiar object such as a smooth mirror, a fuzzy teddy bear, or a furry pet.
D5. Show increased comprehension and response to stories read aloud.	Ask relevant questions as the story is read. Recognize when the reader omits part of a favorite story.	Asking child his opinion of books, parts of stories, and characters. Reading stories with phrases child can repeat or memorize.
D6. Recall specific characters or actions from familiar stories.	Tell through spoken words, gestures, symbols, pictures, and/or signs what happened in a story. Dramatize specific parts of familiar stories, such as: <i>Caps for Sale</i> , <i>Brown Bear</i> , <i>Brown Bear</i> , etc.	Providing music, art supplies, or props that lend themselves to depicting certain aspects of the story. Providing props and opportunities for child to act out favorite parts of a story.

Language and Literacy Strand 4: Comprehension

(Note: For indicators related to oral language comprehension, please see Strand 1).

Indicators Children Are Learning To.....	Examples You May Observe the Child....	Strategies You Can Help/Support By.....
D7. Understand the meaning of some environmental print.	Recognize function of common labels in the environment (e.g., restroom sign). Recognize own name when spelled out in letters.	Labeling common objects in the environment using print. Identifying frequently used words in print and having child point to words and repeat (e.g., to, I, me).
D8. Demonstrate understanding of basic plots of simple stories in a variety of ways.	Begin to understand the sequence of a story (e.g., beginning, middle, and end). Make up an ending for a story.	Discussing story read by posing open-ended questions to extend thinking and understanding of what was read. Engaging child in making up a logical or a silly ending for a story.
D9. Begin to understand the connection between books and personal experiences.	Talk about the characters and events in storybooks in ways that suggest understanding of what has been said or read.	Helping child to make picture books about her own experiences. Asking the child if he can remember a time when he saw or did something that was in the story, such as seeing a yellow butterfly or helping to make cookies.
D10. Understand the main idea of simple information.	When asked what the book was about, child responds, "It was about being a good friend."	Asking open ended and thought provoking questions about a story, for example, "What would you have done if you were the little red hen?" "Do you think it was fair that no one helped her to make the pizza? Why or why not?"
D11. Use strategies such as questioning or predicting to comprehend printed material.	Make observations about the use of words and pictures in a book to comprehend printed material. Anticipate, with assistance, what comes next in known stories.	When reading with child, changing roles; having child become the storyteller and "read" to you. Expressing appreciation for logical or creative responses that may differ from that of the author(s).
D12. Attempt, often unsuccessfully, to create jokes by using the method for making jokes based on double meanings of words.	Say, "I'm going to tell a joke" and then proceed to imitate joke-telling (e.g., "Knock, knock." "Who's there?" "David. Ha. Ha. Ha. Ha. Ha.")	Responding to a child's joke with a laugh and asking, "Did you make that joke yourself? Now I have one for you..."

Language and Literacy Strand 5: Early Writing

Indicators Children Are Learning To.....	Examples You May Observe the Child....	Strategies You Can Help/Support By.....
E1. Begin to show interest in exploring writing tools.	Grasp a crayon and bring it to the mouth.	Supervising child's exploration of child-safe writing tools.
E2. Experiment with grasp when using a variety of writing tools.	Grasp marker or crayon with her fist and makes marks on paper without regard to location.	Providing writing and drawing tools (e.g., crayons, chalk, finger paint) that can be used both indoors and outdoors.
E3. Show increased interest in exploring writing tools.	Attempt to use a variety of writing tools (e.g., pencil, marker, paint brush). Pretend to write on paper, without regard to location or direction.	Creating an accessible writing area for child with a smooth writing surface, writing tools, and paper. Providing child with writing tools (e.g., thick crayons, paint brushes) and writing surfaces (e.g., large paper, easel) to experiment and imitate writing.
E4. Use writing tools to make scribbles.	Hold large crayons and transfer them from one hand to the other. Imitate a horizontal crayon stroke. Imitate other person's words, drawings, or scribbles by making own marks or scribbles.	Providing opportunities for child to draw, acknowledging what is done. Providing opportunities for child to observe you writing for meaningful purposes.
E5. Make purposeful marks on paper.	Begin to draw representational figures (e.g., circle). Draw pictures with objects and people to communicate an idea or event, with assistance.	Providing opportunities for child to draw, and writing down what child says she has drawn. Providing a print-rich learning environment.
E6. Use scribbles and unconventional shapes to convey messages.	Name scribbles (e.g., tells others what scribbles mean). Tell others about his drawings, and ask the adults to write story.	Writing child's comments at the bottom of drawings, collages or photos.

Language and Literacy Strand 5: Early Writing

Indicators Children Are Learning To.....	Examples You May Observe the Child....	Strategies You Can Help/Support By.....
E7. Represent ideas and stories through pictures, dictation, and play.	Cover a paper with large swirls of paint, saying, "This is my house," and asking the adult to write "My House" on the painting.	Providing opportunities for child to tell stories out loud, write down what child says and read it back with child. Encouraging child to "write" about her play (e.g., what she builds in a block center; make a grocery list for a trip to the store).
E8. Experiment with a growing variety of writing tools and materials, such as pencils, crayons, and computers.	Practice copying words in the environment using a pencil or crayon.	Providing a variety of writing materials and unlined paper with clipboards to promote writing.
E9. Use letter-like shapes, symbols, and letters to convey meaning.	Write own name from memory on own artwork. Copy letters from signs and labels posted around the room, enjoying the power of doing "real writing." Scribble with "mock letters."	Positively acknowledging child's attempts at writing (e.g., display writing in visible locations). Assisting child in making labels for different sets of objects (e.g., cooking utensils, shoes).
E10. Understand purposes for writing.	Use letter stamps to represent words and then "read" the message or story to another person.	Leaving fun notes for child in child's bed, and when child finds the notes, reading them aloud together.
E11. Begin to use familiar words (e.g., mom, love,) in writing and drawing.	Print 5-8 letters with a writing tool. Write some upper-case and lower-case letters correctly, without assistance. Print first name independently. Demonstrate beginning of creative writing by using inventive spelling and/or pictures to express an idea or story.	Providing opportunities for child to manipulate magnetic letters, naming the letters or using them to spell out simple words. Providing an easy picture dictionary to look up words.